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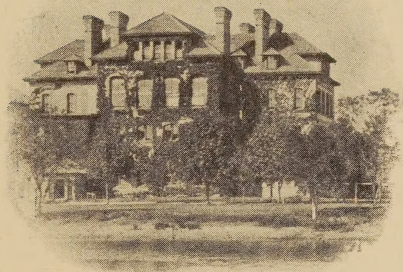
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**he Hampton Normal and Agri-
cultural Institute and its Work
for Negro and Indian Youth**

THE HAMPTON
NORMAL AND AGRICULTURAL
INSTITUTE



AND ITS WORK FOR
NEGRO AND INDIAN YOUTH

HAMPTON
Institute Press
1900

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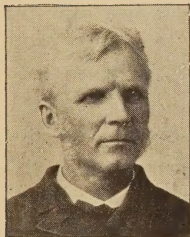
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GENERAL S. C. ARMSTRONG was the founder, and for twenty-five years, the principal of the Hampton School. In memoranda found with his will occur these words: "Hampton must not go down. See to it, you who are true to the black and red children of the land and to just ideas of education."

Development 1868—1900

This school to which its founder devoted his life, and which he left as a legacy to the American people, was opened in April, 1868, in the old barracks of Camp Hamilton, one of the military hospitals of the Civil War. The enrollment has increased from 15 to 1064 students, and the corps of officers and teachers, from 2 to 80.

The students represent twenty-seven states and territories, and Jamaica, Porto Rico, and Africa. There are 124 Indians, 53 girls, 71 boys. Of the 940 colored students 408 attend the Whittier day school, 217 girls, 191 boys. There are 531 colored boarders, 199 girls and 322 boys.

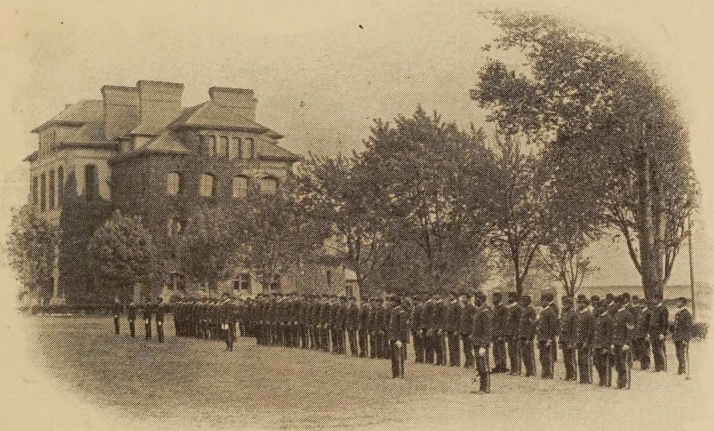
Instead of the old barracks, there are now over fifty-five buildings, including a number of dormitories; two recitation halls; a beautiful memorial church; well-equipped buildings for teaching the trades, agriculture, and domestic science;

sixteen shops ; and a large saw-mill. The various shops and the two large farms, with their greenhouses, barns, and experiment stations, provide employment for young men and give opportunity for practical instruction in agriculture and in the productive industries. In the laundries, dining-rooms, kitchens, and sewing-rooms young women find employment, and receive instruction in the domestic arts. All the students are thus enabled to earn part of the cost of their board and clothing. Their average age is nineteen years.

Control

Hampton Institute is not, as is often believed, a government or a state school. It was chartered in 1870 by special act of the General Assembly of Virginia and is controlled by a board of seventeen trustees, representing different sections of the country and six religious denominations, no one of which has a majority. The more important matters of finance are referred to the Executive Committee of the Board, and all endowment funds are cared for by the Investment Committee in New York City. All moneys from legacies are placed in the endowment, or, in rare cases when unrestricted, used for permanent improvements. A Board of Curators is appointed by the Governor of Virginia to report to the State on the use of \$10,000, interest on one-third of the Land Scrip Fund of Virginia, appropriated to the school toward the agricultural and military training of its students.

The Aim Twenty-five years ago the imperative need of the Negro race for was public school teachers who could show their people by example, as well as by precept, how to live, how to get land, and how to build decent houses. This need still remains ; but, with



the advancement of the colored race, thoroughly equipped teachers are necessary, not only for the public schools, but for the industrial and agricultural schools that have been started, largely through Hampton's influence, all through the South and among the Indians of the West.

There is danger that the blacks will lose the trades, which were their best heritage from slavery, unless industrial education is pushed. Seventy-five per cent of the race still live in one-room cabins on rented land in ignorance and poverty. Young women well trained in domestic science must go out to reconstruct the homes.

Academic

Department

The Academic Department of Hampton Institute is provided with a corps of able teachers, mostly graduates of normal schools and colleges, who give thorough instruction in the English branches. The manual training courses include work in wood and iron for the boys, and basketry, sewing, cooking, and bench-work to the girls.

Normal

Department

Graduates of the Academic Department who wish to fit themselves to become teachers may enter the Normal Department, where they receive instruction in methods of teaching and have practice in the Whittier Primary School, in which there are about four hundred children, with a kindergarten, and classes in cooking, sewing, gymnastics, and sloyd. Other post-graduate courses are those in business methods, electricity, agriculture, and domestic science.

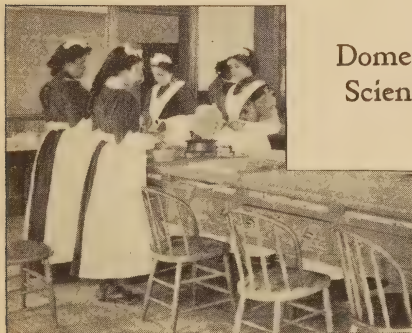
Trades

Those of the young men who show aptitude for trades in the manual training classes, can receive thorough instruction in the Trade School, a building costing about \$50,000

and especially adapted to the work. Competent instruction carries students through systematic courses in carpentry, wood-turning, cabinet-making, bricklaying, plastering, wheelwrighting, blacksmithing, painting, machine-work, and mechanical drawing, and fits them to be teachers of trades.

Productive Industries

In the sixteen productive industries on the school grounds, students taking trades have opportunity to do practical commercial work. Productive industries include farming, blacksmithing, wheelwrighting, tinning, house-building, cabinet-making, painting, upholstering, shoe-making, sewing, tailoring, harness-making, printing, machine-work, sawing and planing, and steam engineering.



Domestic Science

Young women who wish to take courses in the domestic arts can be admitted into the Domestic Science Department, where they are trained to be dressmakers or teachers of sewing, cooking, or laundering, with opportunity to do practical work in the school's laundries and kitchens.

Agriculture All students of the school receive instruction in agriculture; but those who intend to devote themselves especially to it can take a course in the Agricultural Department, with experiments in the laboratory and practical work on the school's two farms.

Summer Work A Summer Institute, supported in part by the Peabody Fund, is maintained during the month of July, and is attended by teachers from all parts of the South. More than two hundred were present during the last session. The Departments of Trades, Agriculture, and Domestic Science are open for short courses to those who wish to avail themselves of these opportunities.

A Summer Conference which brings together the best minds of the Negro race for the discussion of vital problems is also held in July.

Vacation classes for the young colored people of the neighborhood are formed in the trades, agriculture, and domestic science.

Discipline The boys and young men are formed into a battalion under the Commandant of Cadets, a graduate of the school, from whom they receive military drill and gymnastic training. The care of students' quarters and the school grounds, is largely under the supervision of the officers of the battalion. The girls

and young women are similarly organized under their matrons and two teachers of gymnastics.

Moral and Religious

The school is non-sectarian but earnestly Christian. Careful instruction in the Bible is given by teachers representing different denominations. Several religious organizations are sustained by the students, who also receive valuable training in the neighborhood missionary work.

Results

Hampton has sent out over a thousand graduates, of whom sixty per cent are engaged in teaching. Since 1868 they have taught over 130,000 children in 18 states in the South and West. At least five thousand under-graduates have gone out to prove the value of the industrial training they have received. Of the colored students who have finished their trades since 1885, about seventy per cent are either teaching trades or working at them. Many of these young people, of both races, have opened shops; many are successful farmers; still others are engaged in various business enterprises; while a limited number have taken advanced courses and fitted themselves for professional careers. Hundreds are living useful and upright lives in obscure country places where such examples are most needed. Schools at Tuskegee, Calhoun, and Mount Meigs in Alabama, Kittrell in North Carolina, Lawrenceville and Gloucester in Virginia, have been established on the Hampton plan and carried on largely by graduates of the school.

Admission of Indians



In 1878 Major Pratt, U. S. A. brought fifteen prisoners of war from St. Augustine to Hampton and remained one year, bringing, in the meantime, other Indians from the West. So successful was this experiment in industrial education for the Indians, that the Carlisle

Government School was established, and hundreds of thousands of dollars, formerly devoted to fighting the Indians, are now given by Congress for the training of their children in industrial schools.

One hundred and twenty Indians, representing about twenty different tribes, are sent every year to Hampton by the general government, which pays \$167 annually for each one, thus supplying their board and clothing but not their tuition.

Finances The property owned by the Hampton School is free from debt and is valued at about \$600,000. Its endowment fund is one fourth as large as is needed, being something over half a million dollars. The aid which the institution receives from the general government for the living expenses of the Indians, and from the State of Virginia for its agricultural work, are insufficient for its support; and although the Slater Fund Board makes a generous yearly appropriation toward the trade and domestic science work, and help is received from the Peabody Board, yet the school is obliged to appeal to the public for over \$80,000 a year for current expenses.

Our colored students come largely from country districts, where many of them have struggled to help their parents purchase the little homes in which they live. They must have a chance to earn a large part of their board and clothing for they can furnish but little money. To provide them with work is expensive, but vastly better than to give them direct aid.

Scholarships Part of the yearly expenses are met by academic scholarships of seventy dollars, and industrial scholarships of thirty dollars, which the school attempts to procure for each student. These assist in paying the salaries of teachers, and do not provide the board and clothing of students. Two thousand dollars will endow a permanent academic, and eight hundred dollars a permanent industrial scholarship. The experience of the school has shown that this method of helping them who help themselves is not apt to have a pauperizing effect upon its students. Scholarship letters are written by those receiving aid to those who give it, and thus a personal relation is established, which is likely to be helpful to both donor and recipient.

The North and the South are working together for the Negro. The latter has given in taxation since 1870 one hundred millions of dollars, and the former in donations twenty-five millions. At present about a million a year comes from the North and over three millions yearly from the Southern States for Negro schools. The South supports the free schools; the North maintains institutions for providing them with teachers.

Needs Several years since, over \$50,000 were contributed for the erection and equipment of the Armstrong and Slater Memorial Trade School where, thus far, about 150 students have received in-

struction each year in various trades. For the better conduct of this branch of their education, it has been deemed wise to bring certain of the productive industries into closer relationship with the trade school, in order that the same influences may be in control throughout the entire course.

Two years ago a very complete building costing about \$48,000, was given to the school for the purpose of providing better facilities for the teaching of agriculture and domestic science. To complete the equipment of these two buildings, the sum of \$10,000 is needed.

The school library has outgrown its quarters, and a building devoted especially to library purposes is a pressing need. It would be the centre of a most important work for the school and the community—a work now much hampered by the crowded condition of the present building. The library consists of 11,000 volumes, not including fifteen traveling libraries which are sent out yearly to graduates in the field. The new building will cost in the neighborhood of \$50,000. Donations of useful books are much appreciated.

The colored boys' dormitories are unsatisfactory, being chiefly small, old, frame buildings which cannot be properly supplied with bathing facilities and which add to the fire risk. A substantial brick building for boys is much needed.

**The
Southern
Workman**

The Southern Workman, a monthly magazine, is printed by students at the school printing office, and contains valuable information in regard to the progress and needs of Negroes, Indians, and other undeveloped races. Subscription price \$1.00 a year.

Gifts may be sent by check on any bank, by registered letter, or by postal order to Alexander Purves, Treasurer, Hampton, Va, or to the undersigned.

H. B. FRISSELL, *Principal*.

FORM OF BEQUEST

I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Virginia, the sum of _____ dollars, payable, etc.

